



INTERN SUPPORT AND SUPERVISION PROGRAM



NORTH COAST
SCHOOL OF EDUCATION

INTERN MENTOR ROLES AND RESPONSIBILITIES

ROLE OF THE INTERN MENTOR

Provide “just in time” support for Interns along with longer-term analysis of teaching practice and guidance to promote enduring professional skills.

Facilitate Interns’ growth and development through modeling, guided reflection on practice, and feedback on classroom instruction.

Deliver individualized coaching, mentoring, support, and guidance for Intern(s) assigned in *The North Coast “Be A Teacher” Intern Program* in accordance with the California-approved Program Standards.

INTERN MENTOR RESPONSIBILITIES

Not limited to the following.

1. Registration

- New Mentors must complete and submit the **Mentor Application** to the district and upload the document to their [NCSOE account](#); an updated application is due once every 3 years for returning mentors.
- New Mentors complete the **NCSOE online registration process** and returning Mentors update your NCSOE account for the new program year on the [North Coast School of Education \(NCSOE\)](#) website (www.ncsoe.org).
- Set a goal-setting meeting to address what activities will meet the **Intern Support and Supervision (ISSP) required hours** and how the intern will log weekly ISSP hours into their NCSOE profile page. (144 Support Hours and 45 EL Support Hours are required of the Intern each year.)

2. Required Participation

- Complete the annual NCSOE online Canvas training, **The Launch**, within 2 weeks of enrollment, accessed through your [NCSOE account](#)).
- Attend all Mentor professional development trainings, including **The Launch** (mentioned above), **Orientation**, **Sharecase**, and **3 additional Mentor Academies or professional training of choice** (see differentiated training requirements and guidelines in #3 below).
Consider NCSOE’s Professional Coaching & Mentoring Series training, an *optional* workshop available as a three-hour training or a fifteen-hour series eligible for college credit.
Note: Your Mentor stipend may be prorated due to absences from required trainings or lack of program completion/requirements.
- **Meet weekly with Intern(s)** for a minimum of 1 hour each week. Observations and self-assessment activities may increase the meeting time to 2 hours per week.

3. Professional Development

- NCSOE provides Mentors with mentor training when they initially assume their role (*The Launch online course*) and multiple, ongoing opportunities to acquire and enhance their knowledge and skills (*Mentor Academies or other choice training as outlined in the Course Catalog*) as required by the State of California.
- Mentor training is differentiated based on the Mentor’s time of service: **New** (first year), **Returning** (second and third year), and **Experienced** (four years and beyond). Mentors complete a Mentor Self-Assessment that provides requirements and suggestions for training based on these years of service.
- **New Mentors** must complete 3, state-required foundational Mentor Academies over the course of their first year (see [Course Catalog](#) for descriptions).
- After 5 years of service, **Experienced Mentors** review the foundational courses by serving as a “buddy” to a new Mentor and attend those training sessions with the new Mentor.

All Mentor trainings guide the Mentor to...

- Effectively coach and mentor Intern competency, growth and development with the Teaching Performance Expectations (TPE);
- Understand the best practices in adult learning;
- Identify and respond to diverse needs of Intern(s);
- Engage in reflective conversations about teaching practice;
- Assist Intern(s) in understanding the local context for teaching;
- Assist Intern(s) in assessing themselves on the *California Standards for the Teaching Profession* and in relation to the Common Core State Standards and curriculum frameworks;
- Use evidence from formative assessments fairly and equitably as guided in the Intern(s)'s growth goals and needs;
- Support the Intern(s)'s goal setting of the Individual Performance Assessment;
- Discuss with Intern(s) the requirements for completion of the program and procedures for obtaining a Preliminary credential;
- Establish clear guidelines with site administrators and Intern(s) in the appropriate use of assessment evidence for the purpose of professional growth and credential recommendation, not for the purpose of teacher evaluation or employment; and
- Appropriately use the mentoring instruments and processes of the formative assessment system, including monitoring issues of bias and fairness, in conducting formative assessment.

4. Activities

- **Support Intern(s) in accumulating evidence of professional growth** in relation to the Common Core State Standards, site/district standards, performance levels for students, the *California Teacher Performance Expectations*, and credential standards.
- **Use the *Intern/Intern Mentor Overview and Roadmap* document** as guidance.
- **Complete support activities.**
*Note: All formative assessment information is confidential and is the property of the Intern and NCSOE. Interns may share as much or as little as desired with his/her site administrator, but district personnel shall **not** use information generated through the Intern Program for evaluation or employment purposes. Mentors are asked to maintain this confidentiality and to only discuss information about the Intern(s) at his/her request. This is a critical aspect of the trust building needed to develop effective working relationships.*
- **Conduct classroom observations** a minimum of twice each year (once in Fall, once in Spring) and provide specific feedback to Intern(s). A Quick Observation in the Fall of the Intern's classroom is included.
- **Facilitate and participate in Intern(s)'s observations of other classes/colleagues**, if possible (check with district for guidelines). Provide model lessons for Intern, if possible.
- **Schedule the Mid-Year Check-in Meeting with the site administrator and Intern**, keeping the administrator apprised of program requirements and activities, and sharing the Mentor Self-Assessment as to how Mentor is supporting Intern(s).
- **Complete local and/or state program survey activities.**
- **Provide additional assistance** to Intern(s), when needed.
- **Notify District Coordinator or Program Lead/Coordinator** if Intern is encountering other challenges.

5. Compensation

- **Mentors are compensated for their time and expertise.** NCSOE supports this compensation by sending funds (\$1,250 per Intern - Multiple/Single Subject, Special Education) DIRECTLY to the school district, county office of education, non-public school, and/or independent charter school (private schools are not state-funded).
- In order for NCSOE to release funding to the district, **Mentors must meet all program requirements.** Funds may be adjusted according to level of participation and/or program completion, including attendance at meetings and required training as well as the Mentor Self-Assessment. If you have questions about your compensation, please talk to your District Coordinator and/or Program Lead/Coordinator.

6. Reassignment of a Mentor

- If, for any reason, a Mentor and Intern are not working together effectively, please **inform the District Coordinator, Program Lead/Coordinator or Regional Director** regarding a possible reassignment (See *Reassignment Policy* for additional information).
- Additional questions regarding your roles and responsibilities should be directed to your Program

Lead/Coordinator.

7. Purchasing University Credit

- Beginning 2020-21, Mentors who participate in NCSOE's mentoring program may be eligible to receive **extended education units** through one of our partner universities for their Intern Mentor work completed each semester (visit the [NCSOE website](#) for more information). Many school districts allow teachers to utilize units to advance on their salary schedule. Each district has specific policies about using units for movement on the salary schedule. Check district policy regarding units and implications for moving over on the salary schedule prior to making this request.
- In order to receive the extended education units, **Mentors agree to complete all program requirements** as described in the *Roles and Responsibilities*, as well as attendance to professional training provided by NCSOE. Should a Mentor apply for extended education units and be unable to complete their roles and responsibilities or training, he/she will receive an incomplete and will not receive the units until he/she is able to fulfill all of the requirements.
- It is the Mentor's responsibility to verify with the University that the requested units have been recorded properly and to request transcripts directly from the University.